

**UNIVERSITY OF EDUCATION, WINNEBA**

**FACTORS INFLUENCING POOR PERFORMANCE OF STUDENTS OF  
JUNIOR HIGH SCHOOLS IN BROSANKRO CIRCUIT IN TANO SOUTH  
MUNICIPALITY**



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**UNIVERSITY OF EDUCATION, WINNEBA**

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JUNIOR HIGH SCHOOLS IN BROSANKRO CIRCUIT IN TANO SOUTH  
MUNICIPALITY**



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## DECLARATION

### STUDENT'S DECLARATION

I, ALEX WIAFE, declare that this dissertation, with the exception of quotations and references contained in published works which have been identified and duly published, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION



I, hereby, declare that the preparation and presentation of this dissertation were done in accordance with the guidelines for supervision of dissertation laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: DR ALFRED KURANCHIE

SIGNATURE: .....

DATE: .....

## **DEDICATION**

To my wife Mrs. Mabel Wiafe and children Wesley Wiafe Ampofo, Hetty Wiafe Adoma and Eva Wiafe Afrakoma



## ACKNOWLEDGEMENTS

First and foremost, my heartfelt appreciation goes to my maker for the gift of life, knowledge and strength to come to this far. May His name be praised. I owe a debt of gratitude to my supervisor, Dr. Alfred Kuranchie, University of Education, Winneba. I am very grateful for his selfless encouragements, suggestions and above all the patience he offered me to complete this script. God richly bless him. My appreciation once again goes to my family for the moral, prayers, and financial support to complete this work. Finally, to all and sundry who in diverse ways helped me to come to this far. God bless you.



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## ABSTRACT

The study was undertaken to investigate home, school, and teacher factors that account for poor academic performance of students in the Junior High Schools in the Brosankro Circuit in the Tano South Municipality. The target population consisted school children, teachers and parents. The study employed a descriptive survey design. Also, simple random sampling technique was used to select students, teachers and parents who participated in the study. The instrument used for data collection was a questionnaire. Questionnaires were respectively designed for all three categories of participants on factors that were perceived to be affecting academic performance in the schools. The data collected were analyzed using descriptive statistics such as frequency distribution and percentages. The study found that school factors such as inadequate teaching and learning materials, absence of reference materials such as textbooks, unavailability of libraries were major cause of low academic performance. Again, teachers' failure to offer remediation exercise for pupils and inaccessibility of in-service training contribute to poor academic achievement of pupils in the circuit. Parents' inability to provide their wards the needed basic materials and engaging their wards in petty trading after school are contributing factors of pupils' low performance. Base on the findings and the conclusions of the research work, the researcher recommends that Ghana Education Service in the Tano-South Municipality should help provide adequate teaching and learning materials (Textbooks, reference materials, teaching aids) to facilitate smooth teaching and learning in the Circuit.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

In a country or a community there should be good education and training for development. According to Amoakohene (2008), careful thought should be given to the type of education that the student receives- education which will not be deficient in any one of the three elements (thinking, feeling and doing). Education makes an individual civilized, refined, cultured and educated. Education is a powerful tool for development and it brings peace and stability, reduces poverty and health hazards. Education is for life and it is very important for the survival of people. Quality education is good because it gives individual some desirable knowledge, understanding, interest, attitude and critical thinking and for the nation too as well. They also need assistance from professionals so that their innate gifts, talents and potentials would be fully developed. A house built on clay or sand does not last and cannot withstand strong wind or storms but a house built on a good foundation can withstand strong wind and any kind of storm. It would also last long. It can be easily renovated to improve upon the beauty and the strength of it. Education is just like these two different houses. Therefore, it must have a good strong beginning. The foundation or starting point must be strong for children to have a clear understanding for a bright future. A bright future is not only for our children alone but also for development for our beloved country. Education is the key to development worldwide. Efforts are being made in so many forms to improve on education. This is because good education determines the speed and advancement in development of a nation. (Abdulghani & Al-Shuaibi, 2014)

When Ghana obtained independent in 1957, the new government of Dr Kwame Nkrumah described education as the key to development and a bright future. Since then, Ghana has made significant strides in her educational system. The 1961 Education Act which aimed at providing fee-free and compulsory education for all school going age children for the six-year Primary and four-year Middle school. The Education Reforms were aimed at increasing access to education at the basic level (1961 Education Act).

Again, the Free-Compulsory Universal Basic Education (FCUBE) was introduced in 1996 with the aim of providing quality education to all children. In view of the compulsory nature of basic education in Ghana, various governments and agencies made concerted efforts to address educational inequality and improve quality. Most importantly, the government of Ghana committed itself to the achievement of universal basic education and the Sustainable Development Goal (SDG 4), by ensuring inclusive and equitable quality education to lifelong learning opportunities for all and this has always been an integral part of the Sustainable Development Agenda. There is growing international recognition of Education for Sustainable Development (ESD) as an integral element of quality education and key enabler for sustainable development. Children everywhere, boys and girls alike would be able to complete a full course of primary schooling. To meet the SDG 4 the government of Ghana abolished all fees charged by schools and also introduced the capitation grant scheme to defray school fees previously charged. In addition, the school feeding programme was introduced in some selected schools in deprived communities. All these measures were put in place to cushion the burden of parents in meeting the cost of sending their children to school (SDG 4). It has been argued that in much of Africa,

the problem is not non –enrolment but how to ensure that once enrolled, children complete schooling.

The gap between urban and rural areas is significantly bigger. Rural children are twice as likely to be out of school as urban children. Fentiman and Bundy (2009) attested to this fact when she found in her research that, in Ghana, many students dropout of school annually, with the dropout rate higher in rural schools than urban schools. Bhola (2002) also noted that, although efforts to improve school attendance and achievements have been initiated, some parts of the country, especially rural areas, experience poor attendance or lack of schools. The 2008 Ghana living Standards Survey Report indicated that attendance rates are generally high in all localities except in rural savannah. While the rate ranges from a high of 97.0% in the other localities, in rural savannah it is 63.5% for males and 56.6% for females (Ghana Statistical Service,2008). In the Sekyere Central District, 39% of the children of school going age are not attending school (Mampong District Education Office, 2006). According to the district report, apart from the poor performance, dropout rate is high in the district, especially in the Afram Plains North Circuit. The Ghana Demographic and Health Survey (2008) stressed that less than a half of basic school age children attend school.

Economics and socio-cultural factors seemed to contribute to low academic performance rates. Growing number of numbers of teachers in the basic schools in Ghana have expressed concern that students are becoming uninterested in their class because of their students’ commitments in non-academic activities outside the school. Acknowledging the severity of low academic performance problems, educators are exploring creative techniques to increase class attendance, such as innovative teaching methods and better equipped classroom (GDHS 2008). Street hawking among school

children have psychologically imposed other problems like sex networking behavior and juvenile delinquent behavior which takes much of students time that necessitated the poor academic performance and drop out syndrome. Once they are engaging in commercial activities the opportunity cost would be their forgoing of their good performance since the two cannot be enjoyed concurrently. It is obvious that students gain financially once they engaged in commercial activities but can this also be said of achieving academic excellence? As the government is trying therefore towns, villages, all communities must also put measures in place so that things work out successfully. Good education and good academic performance result are the aim of every school for a better country, for Ghana. That is why Adentwi (2005) stated that education aimed at enabling the youth to play a more effective role in the life of the nation by imparting to them the necessary skills and knowledge and right attitude for a better nation. Educationists have tried and still trying to identify factors affecting academic performance in the country. Some of these problems included lack of motivation, lack of effective supervision and monitoring, lack of teachers and qualified professionals in the education system.

There are a lot of factors that contribute to the poor performance in basic schools. This varies from city to city, town to town, village to village and in various communities. In the same manner Diaz (2003) found that factors such as heredity or intellectual ability, bad and poor learning habits, motivation, lack of aims, low self-esteem, socio-economic status of the family, poor family background and anxiety as contributing factors to educational performances. Within all these problem factors, various communities have their own problems at their various stages. A closer look at these problems at their various stages by studying the school and the home and the

environmental factors would help us take the right measures to improve academic performance at the basic level.

## **1.2 Statement of the problem**

In Ghana, there is an acceptable standard for academic performance. Basic education starts from primary one to Junior High. Before starting Basic school, one must go through a one-year nursery and two-year Kindergarten. This first stage is a form of informal kind of school for children to learn. This prepares them in whole to be ready to start a nine-year journey of basic education. After the nine years of basic education, one must reach a standard to qualify for a continuation in a three-year Senior High School. One must qualify with credits and ranges between aggregate six (6) and thirty (30) as prescribed as the minimum requirement for entry into Senior High School. Anything beyond this becomes a disqualification to Senior High School or Senior High Technical School (Headteachers' Handbook 1994).

According to Okoye (2002), poor academic performance in individuals or candidates in a learning situation refers to one who fails to attain a set of standard performance in a given evaluation exercise such as test, examination or series of continuous assessment. In general, the term poor academic performance is a familiar phenomenon and a social problem which is common among students who are not well balanced to get the needed support and materials to achieve good education.

With this attempt to understand causes of the poor academic performance in Brosankro Circuit Junior High Schools, one has to take into account the individual learners as well as the general situation within which it happens.

Brosankro is a town on Bechem / Tapa road in Ahafo region of Ghana. For some time now, the academic performance is very low as shown in the results of Basic

Education Certificate Examination. The results have been poor and it has become a concern in the Tano-South Municipality. A study of the BECE result supports this.

**Table 1- B.E.C.E Performance of Pupils from 2017-2019**

Year	No. of Candidates	Aggregate 6-10 F (%)	Aggregate 11-20 F (%)	Aggregate 21-30 F (%)	Aggregate 31+ F (%)
2017	96	3 (3.1)	8 (8.3)	13 (13.6)	72 (75.0)
2018	89	2 (2.3)	10 (11.2)	12 (13.5)	65 (73.0)
2019	105	2 (1.9)	7 (6.6)	10 (10.5)	86 (81.0)

Source: Field Survey, 2022

In 2017, the Circuit presented 96 candidates. Out of this number only 3 candidates had aggregates 6-10 representing 3.1% of the total candidates who wrote the exams in the Circuit. Also, 21 candidates obtained aggregates 11- 30 representing 21.9% of the total candidates. Majority of the candidates, that is 72 representing 75% obtained aggregates 31 and above. In 2018, the Circuit presented 89 candidates. Out of this number, only 2 students obtained aggregate 07- 10 representing 2.3%, 22 candidates obtained aggregates 11-30 representing 24.7%. Majority of the candidates, that is 65 obtained aggregates 31 and above representing 73%. Also, in 2019, the Circuit presented 105 candidates. Out of this number, only 2 candidates representing 1.9% obtained aggregates 6- 10. Also, 17 representing 17.1% obtained aggregates 11-30. Majority of the candidates, that is 86 representing 81% obtained aggregates 31 and above.

The schools in recent years have recorded the worst results in the municipality. The Municipal Education Directorate, the traditional authorities, parents and other stakeholders of the school of late have been discussing the fate of these students in Junior High Schools in Brosankro Circuit. The situation raises questions about the



depth of understanding of factors causing the low performance of these pupils of Junior High Schools in Brosankro Circuit. The question is, what are the causes of this poor academic performance? Is it the environments or parents? Is it teachers or the cause is from the students/pupils themselves?

Not enough research has shown the causes of low academic performance of Junior High Schools in Brosankro Circuit in the Tano-South Municipality. There is therefore enough zeal to study the causes of low academic performances with specific reference to Junior High Schools in Brosankro Circuit in the Tano-South Municipality. This would help the educational authorities take the right steps to improve their performance.

### **1.3 Purpose of the Study**

The intention of this project was to find out the causes of low academic performance of Junior High Schools in Brosankro Circuit, Tano South, in the Ahafo Region.

### **1.4 Objectives of the Study**

The study sought to:

1. find out teacher factors which contribute to the academic performance of students in the Junior High Schools in Brosankro Circuit.
2. investigate the school environmental factors that play roles in low academic performance of students in the High Schools in Brosankro Circuit.
3. find out the home environmental factors that play roles in low academic performance of students in the High Schools in Brosankro Circuit.

### **1.5 Research Questions**

The following research questions were formulated as guide to this study:

1. What teacher factors contribute to low academic performance of students in the Junior High Schools in Brosankro Circuit?
2. What school environmental factors play on low academic performance of students in the Junior High Schools in Brosankro Circuit?
3. What home environmental factors play on low academic performance of students in the High Schools in Brosankro Circuit?

### **1.6 Significance of the Study**

This research would assist teachers to improve their method of teaching which would relate to the kind of environment they have for clearer understanding. It would help teachers to identify some major problems which the students have in relation to their environment. The result of this study would assist educationists especially at the Basic level to come out with appropriate plans which would help the academic performance of students in Brosankro Circuit Junior High Schools. This study would also throw light into the cause of low academic performance of Brosankro Circuit Junior High Schools BECE results for parents, teachers, students and everyone concern to buck up. They would therefore have more life opportunities and also improve their lives and economic conditions. This would benefit the whole community and students to improve academically for success. Brosankro community would benefit from improved quality of education and successful students at the BECE level for a bright future. This work would help parents and guardians to appreciate the importance of high academic performance of their wards and it would create an interest in them to put measures in place to ensure that their children perform well academically. The

Brosankro community would get more contributions towards high performance for development of the community.

Lastly it would help to identify the variables that influence the achievements of young children at school, because it would serve as an essential tool for Ghana Education Service (GES) and other policy makers in the planning of educational policies. Eventually this would result in a rise in the performances and arise in the number of students who pass nationwide. This work would add to knowledge in Brosankro and the surroundings. The study would also generate a body of knowledge and understanding that will serve as a base line data for further research into the phenomenon of low academic performance and BECE.

### **1.7 Delimitation**

This study therefore was to investigate causes of low academic performance in a town- Brosankro in the Tano South municipality of the Ahafo Region of Ghana. The study is restricted to Junior High Schools in Brosankro Circuit, Teachers and Parents in the school and the community. The study concentrated on students' academic performances (Teacher factors, school factors and home factors).

The geographical area of this project was towns in Brosankro circuit, in Tano South Municipality of the Ahafo Region, Ghana. The circuit was purposely chosen for the study area because the academic performance in that circuit area is generally poor if compared to other circuits. Also, academic achievement variations in each of the area of the basic schools in the Circuit were taken into account.

### **1.8 Limitations of the Study**

Limitations are those conditions beyond my control as a researcher that placed restrictions on the conclusions of the study and their application to their situations.

Ideally the scope of this research should have been widened to cover at least all Junior High Schools in the region so that equal chances and training would be applied, which would be by getting a representative sample of every school in the region. This could not be so due to time constrain. Also, this study covers only the Junior High Schools in Brosankro Circuit; it would be difficult to generalize the findings to the population as a whole. Therefore, while the findings from this research may be used to guide future research efforts, it cannot be applied to other settings.

### **1.9 Organization of the Study**

This study is divided into five Chapters. The work starts with chapter one which presents the introduction covering background to the study and then discusses key research issues such as statement of the problem, the objectives of the study, research questions, significance of the study, delimitation, limitations and the organization of the study chapters. Chapter two is the literature review. Literature on the role of different factors in students' academic performances including school, home, teachers and parents' variables have been reviewed. Chapter three is the methodology. It provides information on the methods used for the study. It includes the research design, the study population and the sampling techniques used. It also provides information in the data collection method and analysis procedure for the study. Chapter four is the data presentation, analysis, and discussions and the last chapter covers summary of findings, conclusions and recommendations are offered.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter deals with review of related literature. Therefore, this literature reviews factors affecting academic performance under the following subheadings:

1. Concept of academic performance.
2. Teacher related factors affecting pupil's performance
3. School environmental factors affecting pupil's performance
4. Home environmental factors affecting pupil's performance

#### 2.1 Concept of Academic Performance

Cary, Roseth, David and Roger (2008) define academic performance as all tasks given with measures including comprehension, quality and accuracy of problem solving, frequency and quantity of desired outcome, time and rate to solution, time on task, level of reasoning and critical thinking, creativity retentive memory and transfer of tasks. Academic performance also refers to a successful accomplishment or performance in a particular subject area and indicated by grades, marks and scores of descriptive commentaries. It also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fix time or academic year (Dimbisso, 2009).

With the two groups of academic performance, the first one could be considered more objective. It refers to numerical scores of pupils' knowledge which measure the degree of pupils adaptation to school work and to the educational system. The second group in the definitions is more subjective one because as its determination of academic success relies upon the student's attitude towards the academic performance

and the individual, as well as the attitude of significant behaviour towards others for their success.

Several studies have been carried out in the area of gender differences in academic performance. Girls have scored higher academic performance than boys have done at the Basic level and at the college level and explain that several reasons account for this phenomenon. Girls are more restricted and confined to home, especially during adolescence than boys are. It was argued that this appears to give girls more time to concentrate on their studies than boys who have more freedom to be outside of their homes making them focus less on their studies. This view was corroborated by Kim (2004) who held the view that females are better with motor skills that involve throwing a projectile or aiming at a target than males. There are several explanations why girls seem to generally score better grades starting in elementary school and continuing into high school. One explanation given is the neurological differences that produce different cognitive capabilities and socially determined factors. The sociological perspective refers to the change in the academic performance of girls and boys in school environment over time.

In examining sex-related difference in classroom, it is noted that in contrast to standardized measures of mathematics achievement tests, female students perform better than their male colleagues in math classes. Females tend to work more conscientiously and have stronger work ethics than males. They also tend to have better language abilities including essay writing skills, vocabulary and fluency which contribute to better study. This phenomenon explained was due to boys' disregard for authority, academic work, formal achievement, differences in students' attitudes to work, their goals and aspirations as well as girls' increased maturity and more effective learning strategies (Voyer & Voyer 2014).

In Ghana, there exist striking inequalities in enrollment to primary education between girls and boys. Both formal and informal factors such as institutional policies, practices and procedures and informal factors stereotyped attitudes and beliefs were cited to constitute barriers to girls' full participation in school which subsequently affect their academic performance.

## **2.2 School Environmental Factors Affecting Pupils' Performance**

The school environment which include the classroom, libraries, technical workshop, laboratories, teacher's quality, school management, teaching method, peers, are variables that affect students' academic achievement, (Ajay, 2001; Oluchukwu, 2000). Hence, the influence of the environment remains an important area that should be studied and well managed to enhance students' academic performance. The extent to which student learning could be enhanced depend on their location within the school compound; the structure of their classrooms, availability of instructional facilities and accessories. It is believed that a well-planned school environment will gear up expected outcome of education which will facilitate good social, political and economic emancipation for effective teaching and learning process and academic performance of the students.

Relating this environmental factors to international occurrences are the assertion of Williams Persuad and Tunner (2008) quoting Marsden classroom environment (aspect of international space), school facilities (accessories) were significantly related to students' academic performance in schools. The researchers also quoted Glassman (1994) ascertaining that a comfortable and a caring environment among other treatment help to contribute to the students' academic performance. The physical characteristics of the schools have a variety of effective teachers, students and

learning process, poor lighting, noise high level of carbon dioxide in classroom and inconsistent temperatures making teaching and learning process difficult. These factors can adversely affect students' behavior and lead to high level of frustration among teachers and poor learning among students.

According to Najike (2002) in his study in Papua, New Guinea, school environment plays an important role in the academic achievement of school children. The success or failure of school children greatly depends on the quality of classroom environment and social climate, Bradley et al (2001) studied home environment and found out that there was significant correlation between home environment and the children's achievement, test scores and their classroom behavior.

According to Shah and Shamah (2005), the effects of family climate of students' academic achievement, highly significant and positive relationship existed between the variables, family climate and academic achievement. The study of school environment is of great significance as learning is the outcome of this environment. As an agent of intellectual stimulation, conducive school environment is an important factor in strengthening child's level of education. This leads to consideration significance to the study of critical issue of classroom teaching. This method of dealing with the class, curricular subjects and the behavior of the teachers are some of the factors which make the school favorable or unfavorable, as gratifying or discouraging to the student. The kind of academic climate in school and among students promote either promote a positive or a negative attitude towards their work at school. The negative attitudes are bound to have a strong influence on their academic performance and manifest themselves in undesirable behavior such as inattentiveness and truancy which in turn further affects their academic achievements. Academic achievement is dependent on environment as well as home school environment



(Upadhyay 2000). The learning environment in the school also plays an important role in pupils' academic performance.

According to (Study.com, 2018), learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as ecology is the combination of living things and physical environment (Balog, 2018). Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Orlu, 2013). Learning environments vary from classroom to classroom and context to context each with unique elements. According to study.com (2018), learning environments can be learner-centered; knowledge-centered; assessment-centered; and community - centered. Learner-centred environments are designed for the active construction of knowledge by and for learners (Federation University, 2018). Knowledge-centred learning environments are those which support students' deep investigations of big ideas through generative learning activities. Assessment-centred learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment (Alvaro, 2010). Community-centred environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Raccoon gang (2018). Learning environment is composed of some components that influence the student's learning curve. These components, according to Balog (2018), include; people; teaching materials, technical tools, and

learning resources; curriculum, training, and instruction, and physical Evaluation of the Effect of Learning Environment on Student's Academic Performance. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or others instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Balog, 2018). Mondal (2012) identified some important factors that may affect learning process to include Intellectual factor which refers to the individual mental level. Learning factors are factors owing to faulty methods of work or study, and narrowness of experimental background which may affect the learning process. Physical factors include health, physical development, nutrition, visual and physical defects, and glandular abnormality. Mental factors are attitudes like interest, cheerfulness, and open mindedness etc that are important in the development of personality. Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. The teacher as an individual personality is an important factor in the learning environment. They are key factors that create a favorable teaching-learning milieu that will make the instructional process easy, enthusiastically adaptable and useful (Usman, 2016). The way in which his personality interacts with the personalities of the pupils helps to determine the

kind of behavior which emerges from the learning situation (Brown, 2015). Environmental factors like classrooms, textbooks, equipment, school supplies, and other instructional materials etc. are the physical conditions needed for learning (Mondal, 2012). Waldman (2016) observed that before students can succeed academically, they must feel safe, both physically and mentally, and to have a safe learning environment, students must feel welcomed, supported, and respected. Personalizing learning helps students develop skills including thinking critically, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets that would greatly increase student's engagement (Raccoon Gang, 2018). More so, students must feel connected to teachers, staff, and other students. Schools can nurture these connections by focusing on students' social and emotional learning. Students must also feel supported by all those connected to their learning experience like teachers, classmates, administrators, family, and community members for a higher academic feat (Waldman, 2016) Productive learning environments are crucial to students' academic, emotional and social success in school. A conducive learning environment does not just happen on their own or by chance. They should be created through conscious procedures like interacting with students in a positive manner, exhibiting positive behaviors etc that would promote learning activities in the learning environment (Becton, 2017).

There is no misgiving that student's high-quality academic performance and outcomes is connected to the nature of learning environment and the available useful facilities. Various experiential studies have established that learning environment is a critical necessity for student's academic achievement. The educational process of development occurs in physical, social, cultural and psychological environment which

implies that a proper and adequate environment is very much necessary for a fruitful learning (Mudassir & Norsuhaily, 2015). High academic achieving learners are likely to have been exposed to curriculum content under an ideal learning environment. Hence, the affirmation of the opinion of Shamaki (2015) that “educational attainment/achievement is likely to be determined by the idealness of the learning environment”.

Shamaki (2015) again conducted a study in selected secondary schools in Yobe State in Nigeria to determine the influence of learning environment on students’ academic performance. According to Shamaki (2015), learning environment factors among others included the classroom painting and lighting, seats and sitting arrangement, the classroom climate and air quality or ventilation. Thus, students’ academic achievements are tied to these components of learning environment. This further implies that the quality of lighting and painting influence students’ academic performance in mathematics. Shamaki (2015) also revealed that poor ventilation must be catered for and equally be discouraged so that the classroom temperature should be kept moderate in order not to hinder quality academic activities. Overcrowding does harm to learning mathematics (Shamaki, 2015).

Nyandwi (2014) undertook a study to assess factors that influence the academic performance of students of selected secondary schools in Sumbawanga District, Tanzania. The study identified some factors from the school environment such as inadequate teaching and learning facilities like text books and reference books, desks and chairs, inadequate hostels or dormitories, inadequate provision of meals to students, shortage of qualified teachers and shortage of well-equipped science laboratories. These caused poor academic performance of students in science subjects in most secondary schools of Sumbawanga District.

According to Isangedighi (1998), the importance of school factors such as location and physical buildings to a successful academic achievement cannot be over emphasised. Where a school is located determines, to a very large extent the patronage such a school will enjoy. Conversely, the unattractive physical structures of the school could demotivate learners academically. This is what Isangedighi (1998) refers to as learner's environment mismatch. According to him, this promotes poor academic performance. Crosnoe and Eamon (2005) indicated that smaller class sizes lead to better academic performance and more access to resources such as computers which have been shown to enhance academic achievement. A good school facility supports educational enterprise. Research has shown that clean air, good light, small, quiet, comfortable and safe learning environment are important for academic achievement. O'Sullivan (2006) in his study to find out if a relationship exists between building conditions and student academic achievement in Pennsylvania's high schools in USA found that there is a relationship between building renovation/addition and student academic achievement. The variable, building renovation/addition was identified to have a significant relationship between structural building conditions and student academic achievement on the PSSA mathematics exam. When analysing the structural building conditions category O'Sullivan (2006) found that building renovation/addition accounted for 1.6 % of the variance on the PSSA mathematics test. An examination of the data indicated that a survey response which increases one level had student PSSA mathematics scores that were 4.8 points higher, on the scaled score. Schneider, (2002) in his study in Washington D.C schools to find out whether school facilities affect academic outcomes, found that school facilities affect learning. Spatial configurations, noise, heat, cold, light, and air quality bear on students' and teachers' ability to perform.

Etsey (2005) found teaching and learning materials to be less adequate in the Shama sub-metro schools. Since there were less TLMs in the Shama sub-metro schools, the situation made it difficult for the pupils to understand the lessons and this led to lower performance.

Holland (1997) noted that environments foster the development of competencies, motivate people to engage in different activities, and reward people for their display of values and attitudes. Environment, therefore, influences personal and professional self-perceptions, competencies, attitudes, interests, and values. Holland (1997) further indicated that a college student's experiences include, but are not limited to:

1. a student's search for academic environments that match their patterns of abilities, interests, and personality profiles;
2. effects of academic environments on student's social behaviour in an effort to acquire the desired abilities, interests and values; and
3. a student achievement to include a function of personality type and the academic environment.

Research has shown that academic environments contribute to gains in student abilities, interests, and attitudes (Feldman, 1988; Feldman, Ethington, & Smart, 2001).

### **2.3 Teacher Factors that Influence Academic Performance**

Experience has shown that adopting any single theory of learning may not be the ideal approach. There is the need to develop a comprehensive approach which will challenge the learner's capabilities. The role of the teacher needs therefore to change from being a transmitter of knowledge to a facilitator of the learning process. When the teacher becomes a facilitator, the learner becomes the main focus of the learning

process. The learner takes full responsibility for acquiring the needed knowledge or skills; taking advantage of the teacher's effort in leading the learning processes. To enable the teacher to lead or facilitate the learning process, he/she must be conversant with many means of enhancing his/her approaches. He or she has to find effective means by which the learner must be able to understand what is being taught. The learning process must be meaningful and challenging (Sarfo & Adentwi, 2011).

Musili (2015) in his study to investigate the influence of teacher related factors on students' performance in Kenya Certificate Secondary Education in public schools in Kibwezi Sub country concluded that teacher's professional qualification affects student achievement and that teachers consider teaching as an opportunity of service for students and that they provided guidance in their free time to their students in their academic/non-academic areas. It was concluded that professional experience has an influence on student's performance. The study concluded that teacher's professional qualification affects student achievement and that teachers consider teaching as an opportunity of service for students and that they provided guidance in their free time to their students in their academic/non-academic areas. It was concluded that professional experience has an influence on students' performance in KCSE.

Adane (2013) found out that teacher factors such as incidence of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils contributed to the low academic performance of pupils from Kemp Methodist JHS in Aburi, eastern region of Ghana. The role of the teacher in achieving academic excellence is very important so lateness to school on the part of the teacher affect the pupils greatly. Teachers lateness to school affects their output of work and this can be seen in they not being able to complete their syllabi before pupils write their final examination. Giving homework to pupils is a way of ensuring that pupils

continue to learn after school so if teachers do not give them regularly this does not encourage the lazy pupils to learn after school and this affects them academically.

In another study, Fobih, Akyeampong and Koomson (1999) arrived unannounced in 60 schools in the Central region of Ghana and found that about 85 per cent of teachers were late to school. Lateness ranged from five minutes up to one and a half hours. This meant teaching time was lost, teachers taught fewer school subjects (i.e. taught mainly English and Mathematics out of 10 subjects), and the school day for students was shortened. Etsey, (2005) in a study at Shama metro found out that lateness and absenteeism affected completion of syllabi. When the syllabus is not completed, pupils find it difficult to understand content that is to be taught in the next class which foundation in most cases is based on the previous class. This assertion supports Pryor and Ampiah (2003) who in a study to understanding education in an African Village and the impact of information and communication technologies in villages in Ghana, found out that most children do not follow school work because they do not possess the understanding from previous work that is prerequisite for the syllabus of the higher grades of primary school and junior secondary school. The study also found that most children are unable to follow the main 'text' of school lessons, which is constructed by the teacher assisted by one or two higher achieving pupils and by ritual responses from the rest of the class. The study again found that understanding of pupils is especially bad when English is used, as most children cannot speak more than a few basic phrases.

Both absenteeism and lateness, Bennell and Akyeampong (2007) pointed out, are symptomatic of education systems that are unable to manage teachers effectively, have weak teacher management structures, and are unable to provide incentives to motivate teachers to improve their attitudes to work.



A good relationship between students' learning preferences and instructor's teaching style has been demonstrated to have positive effect on students' performance. Learning preference refers to a person's 'natural, habitual and preferred way' of assimilating new information. This implies that individuals differ with regard to what mode of instruction or study is most effective for them. Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learner's learning preferences are examined and the instruction is tailored to learner's preference. "I hear and I forgot. I see and I remember. I do and I understand. This is a quote that provides evidence that, even in early times, there was a recognition of the existence of different learning preferences among people. Some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it is presented in the form of pictures (visual learners). This suggests that clearly in a class where only one instructional method is employed, there is a strong possibility that a number of students will find the learning environment less optimal and this could affect their academic performance.

Fettler (1999) established that alignment between students' learning preferences and an instructor's teaching style leads to better recall and understanding. The learning preferences approach has gained significant mileage despite the lack of experimental evidence to support the utility of this approach. There are a number of methods used to assess the learning preferences/styles of learners but they all typically ask students to evaluate the kind of information presentation they are most comfortable with.

A number of learners are indeed, multimodal, with more than one preferred style of learning in addition to using different learning preferences would depend on the subject matter being taught. The question that arises is whether a particular learning

preference is favoured in certain subject/courses. This study will attempt to answer this question with regard to Basic schools in Brosankro Circuit. Learning style in this study was measured by administering to students, the questionnaire that provides users with a profile of their learning preferences. The category with the highest score was taken as the student's learning preferences. Where categories had equal scores, all the categories were taken as the student's learning preferences (multimodal).

Teacher regularity in school is very important. The prevailing evidence is that teacher absenteeism at primary school level in Ghana appear to have worsened in the last fifteen years (World, Bank 2004) The World Bank Impact Evaluation of basic Education Ghana found that in 2003 nearly 13% of teachers had been absent in the past month, compared to just over 4% in 1998 (World, Bank, 2004) It was also observed that in 1988, 85% of schools did not suffer at all. Whereas this figure has now fallen to 61%, with 13% of schools with over 1/3 of the teachers being absent for reasons other than sickness in the past month. The study also found truancy to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools. Similarly, the CARE International (2003) report which looked at deprived rural areas in Northern Ghana talked of 'chronic teacher absenteeism' which adversely affects the learning environment. Dunne and Leach (2005) talked about the low levels of professionalism in schools, especially, low performing ones where teachers have high rates of lateness, absenteeism and sometimes refusing to teach classes.

The World Bank (2004) report put forward a number of reasons for interesting teacher absenteeism. These included teachers living long distances from schools and experiencing transportation difficulties. Teachers have to travel to town once a month to collect their pay. In this case the teacher may or may not have arrived on time to

continue his/her work. Rural-area teachers also engage in farming activities. Barnes (2003) indicated how teachers are being encouraged in Ghana to facilitate local level development. This is good although, but can have negative influence on schooling and also lead to teacher absenteeism and lateness.

When the syllabus is not completed, students find it difficult to understand content which is to be taught in the next class which foundation in most cases is based on the previous class. This is because most children do not follow school work because they do not possess the understanding from previous work that is prerequisite for the syllabus of the higher grades of primary school and junior high school. Both absenteeism and lateness, Bennell and Akyeampong (2007) pointed out that the educational systems that are unable to manage teachers effectively, have weak teacher management structures and are unable to provide incentives to motivate teachers to improve their attitude to work.

Another factor is teacher motivation. A highly motivated person puts the maximum effort in his/ her job. Ofoegbu (2004) linked low academic performance of students to poor performance in terms of accomplishing the teaching task, negative attitudes to work and poor teaching habits which have been attributed to poor motivation. Corroborating this position, Lockheed and Verspoor (2003) asserted that lack of motivation and professional commitment on the part of teachers produce poor attendance unprofessional attitude towards people which in turn affect the performance of students academically.

The influence of effective teaching on pupils' academic performance has been the subject of several studies. Quality of teachers and commitment are key inputs in educational production to perform better achievement. A teacher's knowledge of the subject matter coupled with textbooks, instructional time and other learning materials

have great influence on learning at the Basic school level. Agyemang (2001) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. According to Hedges (2002) many trained teachers are unwilling to accept postings to deprived communities in Ghana. As a result, there is tendency for less qualified teachers to be employed in these communities. This affects their academic performance negatively. Darling-Hammond (2000) found that teacher quality characteristics such as certification status and degrees in subject to be taught are very significant and positively correlated with subject outcomes in science and mathematics. Ingersoll (1999) found out that 63% of chemistry, physics, earth and space science instructors do not have certification in the subject and this result into low performance of students in American Secondary Schools. Academic achievement positively correlated with teacher qualification. Additionally, teacher qualification to be is a potent causal effect on students' achievement.

Bilesanmi (1999) found that teachers' teaching experiences had significant effect on students' achievements in science. Also, Ferttler (1999) investigated the relationship between measures of teachers' experience and student achievement in science and mathematics. He found that teaching experience as measured by year of service correlated well with students test results.

Effective teaching embraces a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation, pacing the class to the students' level and taking into account individual differences, allowing students to practice and applying what they have learned, letting students know what is expected of them, and monitoring and evaluating performance so that students learn from their mistakes. Jacob and Lefgren (2006) found a positive correlation between

effective teaching and academic achievement. Similarly, Adediwura and Tayo (2007) suggested that effective teaching is a significant predictor of students' academic achievement and concluded that effective teaching produce students of higher academic quality. And effective teaching can produce better performing students.

### **2.3 Home Factors Which Influence Academic Performance**

The school is part of the general organization of a town or village. Whatever goes on at school affects the community. When the school is well equipped and student pass well in their final examination everyone in the community shares in their achievement. On the other hand, when the examination results of the school are poor, some people express their anger, sometimes by means of verbal attacks on the teachers. It is important to co-operate with the community. The school will benefit a great deal if there is good relationship with the people.

McMillan and Westor (2002) argued that social economic status is comprised of three major dimensions: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They add that education, occupation and income are moderately correlated, therefore, it is inappropriate to treat them interchangeably in the higher education context. Considine and Zappala (2002) argued that the social and the economic components of the socio-economic status have distinct and separate influences on educational outcomes. Majoribanks (2001) defined socio-economic status (SES) as a person's overall social position to which attainments in both the social and economic domain contribute. When used in studies of children's school achievement, it refers to the socio economic status of the parents or family educational level, occupational level and income level (Jeynes, 2002).

Social class is common to all societies, ancient or modern. Socio-economic status is usually determined by wealth, power and prestige.

Generally, when comparing and evaluating people, they usually consider people's possession, type and size of house, area of residence and number of cars and quality of clothes (Jeynes 2002). Socio-economic status is most commonly determined by combining parents' educational level, occupational status and income level (McMillan & Western, 2000).

Farooq, Chaudhry, Shafiq and Berhanu (2011) examined different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for the study were 10<sup>th</sup> grade students (300 males & 300 females). The study concluded that the higher level of socio-economic status (SES) is the best indicator contributing towards the quality of students' achievement. Family characteristics like socio economic status (SES) are significant predictors for students' performance at school besides the other school factors, peer factors and student factors. The study also found out that parental education also has positive effects on students' academic performance. Parental occupation has little effect on their child's performance in studies than their education.

Kawafha (2013) in his study to find the impact of skipping breakfast on various educational and overall academic achievements of primary school children in northern Jordan found that skipping breakfast has an association with academic achievement. The result showed a significant and positive partial correlation between breakfast and academic achievement  $r(444) = .313, p < .001$ . The consequences of these problems Kawafha (2013) said include; malnutrition that leads to slow children's physical and mental development, increase susceptibility to infections and reduction in academic achievement. Therefore, skipping breakfast can be considered as a barrier to optimal

learning. Despite the fact that the sample was limited to northern Jordan, Kawafha (2013) indicated the findings of the study can be generalised to all children worldwide.

A study by Amukowa and Karue (2013) set to find out factors affecting performance in Kenya Certificate of Secondary Education in day secondary schools in Embu District of Eastern Province, Kenya. The study found out many factors which influenced the negative performance of day secondary school students in Embu District. Those factors which came out clearly were explained by the social and economic status of the general population of the Embu community which could best be described as poor. The poverty index, thus, plays a pivotal role in the poor performance in Kenya Certificate of Secondary Education in Embu District. They further found that home environments of the students and their family backgrounds impacted negatively on their performance. In addition, students were not able to read effectively while at home because they lacked reading materials, they were interfered with friends, family members, poor lighting facilities and noise pollution from neighbours. All these factors were found to be major problems hindering day secondary school students from studying. Similarly, other problems were bad company at home, staying long distances from school and lack of proper accommodation.

Nyandwi (2014) in a study to assess factors influencing poor academic performance of students in Sumbawanga District, Tanzania found that the factors that hampered students 'academic performance included the home based factors such as low income of parents and long walking distance from home to school.

Family income, according to Escarce (2003), has a profound influence on the educational opportunities available to adolescents and on their chances of educational

success. Escarce (2003) added that due to residential stratification and segregation, low-income students usually attended schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized tests and are much more likely to drop out of school.

Kinyanjui, as cited in (Wamulla, 2013) in a study in Maasai of Tanzania saw that limited income among low class families was found to restrict provision for school books and other necessary materials necessary for attendance and good performance in school. Avalos (1998) in his study on teaching children of the poor explained that incomes among lower class families restricted provision of tuition fees, school books and other resources necessary to ensure good performance or continued education. Waweru (2002) also indicated that there are environmental factors that have been seen as handicaps to good school progress. Ndiritu (1999) in his study to find the factors that influence performance in selected public schools in Nairobi and Central provinces in Kenya found no correlation between socio-economic background and academic performance but found that poor children are regularly sent home from school because of inability to pay school levies. According to Eshiwani (2000) good socio economic conditions facilitates studies while poor ones hinder them. A big number of children fail because of poor financial state of the parents. The atmosphere at home negatively affects students in school. Socio cultural customs and beliefs influence decisions to withdraw students from school; impacting negatively on their academic performance (Eshiwani, 2003). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at



higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006).

Escarce (2003) is in agreement with Combs (2002) and Sentamu (2003) who argued that social class determines what school a child will attend and whether the child will pass the examinations. Eamon (2005) in a study to find out the relationship between SES and educational outcomes of young adolescent at Latino in America found that those children from low SES families are more likely to exhibit the following patterns in terms of educational outcomes as compared to children from high SES families; have lower levels of literacy, numeracy, comprehension and lower retention rates, earn lower test scores and are likely to drop out of school, exhibit higher levels of problematic school behaviour, for instance; truancy and are more likely to have difficulties with their studies and display negative attitudes towards school. Similarly, Graetz (2005) in his study of children's educational achievements over time at Canberra in Austria have also demonstrated that social background remains one of the major sources of educational inequality. In other words, educational success depends very strongly on the socioeconomic status of one's parents.

In contrast, Barry (2005) conducted a study at Asian Catholic and Private schools using sample size of 796 to find the effect of parental SES on children's educational outcomes. Barry found out that parents may have a low income and a low-status occupation, but nevertheless transmit high educational aspirations to their children. What family members have (material resources, for instance) can often be mediated by what family members do (for example parental support, family cohesion). According to Barry (2005), the social and the economic components of socio-economic status, in other words, may have distinct and separate influences on educational outcomes. While both components are important, social factors (for

instance, parent's educational attainments) have been found to be more significant than economic factors, such as a family's capacity to purchase goods and services, in explaining different educational outcomes. Barry again argued that families where the parents are advantaged socially, educationally and economically, foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Barry, 2005).

Muola (2000) studying relationship between academic achievement motivation and home environment among standard eight pupils in Harambee schools in Nyandarua District also asserted that there is positive relationship between student performance and home environment with a coefficient ( $r$ ) of 0.22. Kyoshaba (2005) investigated the factors affecting academic performance of undergraduate students of Uganda Christian University (UCU). Data collected from 340 respondents selected from all the six faculties of Uganda Christian University confirmed that there is a positive relationship between parents' social economic status and academic performance of undergraduate students with correlation coefficients of 0.8. Also, Ampofo and Osei-Owusu (2015) conducted study to establish the determinants of academic performance among SHS Students in the Ashanti Mampong Municipality of Ghana. The study was to find out whether parental involvement, parents' academic ambition for their children, peer influence, the child's academic ambition and the child's effort has a relationship with the academic performance. The study found a positive relationship between parental involvements, parents' academic ambition for their children and academic performance with correlation coefficient ( $r$ ) of 0.458.

King and Bellow (1999) found that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children.

King and Bellow (1999) argued that how much education a child's parents have is probably the most important factor in determining the child's educational opportunities. They observed that the higher the attainment for parents, the greater their aspirations for children. Krashen (2005) concluded that students whose parents were educated scored higher on standardized tests than those whose parents were not educated. Educated parents could better communicate with their children regarding school work, activities and the information being taught at school. They could better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000; Trusty, 1999). Parental education also has effects on students' academic performance. Parental occupation has little effect on their child's performance in studies than their education. (Ceballo, McLoyd & Toyokawa, 2004).

Engin-Demir (2009) argued that sizable research has consistently shown that students' academic performance has been influenced by background of family (home) characteristics such as socio-economic status of parents. Wang and Wildman (2001) also argued that parents who have more education appear better able to provide their children with the academic and social support for educational success than when compared to parents with less educational background. Avortri et al, (2003), for instance, found that the educational status of parents was a major factor determining a child's academic achievements. This finding corroborates that of Johnson and Kyle (2001) study that parental education, particularly the mother's education has a big influence on children's achievement. Fertig and Schmidt (2002) also found that mother's education has a greater effect on child's learning overall, but that father's education becomes more important when they have attained tertiary levels.

Parental education and occupation to have more substantial effects on reading than on mathematics test scores. They stated that parental occupation and having at least one

parent with a full-time job have important effects on pupil academic performance. In other words poverty, low level of parental education, parental and neighbourhood negative attitudes toward schooling in general, children among from disadvantaged background have significantly affected academic achievement negatively (Currie, 2008) whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2006; McLean, 2000). Higher family is associated with higher student's achievement (Hanushek, 2001). Pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his or her academic success. Individuals at the lowest economic level are often the least well-served by the school system.

Akanle (2007) studied socio-economic factors influencing student's academic performance in Nigeria. The study revealed that insufficient parental income influences students' academic performance. Jing-Lin, Gang and Wei (2009) found that perceived importance of learning success to family, English writing ability and social communication with their compatriots are significant predictors of international students' academic achievement.

The number of siblings that a pupil has is assumed to have an influence on his/her academic achievement. The larger the family size the less the attention and devotion from parent child parents and more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this

austerity period when the prices of food and commodities are skyrocketed. An increased number of children in the family leads to less favourable child outcome. Children from larger families have been found to have less favourable home environments and lower levels of verbal facility Parcel and Menagham (2004) as well as highest rates of behavioral problems and lower levels of education achievement (Downey, 2005).

Research work has shown that the nature of parental discipline affects academic output of children (Aremu 2000). Oluwole (2001) found that the degree of self-efficacy and anxiety manifested by learners, determine their academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. The democratic style of parenting has been found to be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success. Aremu (2000) observes from a study that undergraduates that receive democratic type of parenting perform better than their counterparts from autocratic homes.

In addition, structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, dissolution and illegitimacy in which case, the family was never completed (Coukline, 2006). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna, 1999). These conditions are not conducive for effective parenting. This is because when the single parent is

overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs. Such conditions do not provide a suitable environment for academic excellence.

Furthermore, parental involvement tends to influence children's school achievement. Grolnick and Slowiaczek (2007) indicated that pupils with parents who are involved in their education tend to have better academic performance than pupils whose parents are not involved in the school. This Collaborate with findings that there is a significant relationship existed between parental involvement and academic achievement. Parental involvement has a strong positive effect on student achievement. Further research shows parental involvement in children's learning not only leads to higher academic achievement, but greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school. Additionally, Tremblay, Ross and Berthelot (2001) found a significant association between students with parents involved at school and their academic performance. Also, parental interest in schooling has been found to contribute significantly to the academic achievement of pupils. For instance, Odinko and Adeyemo (1999) found that parental interest in schooling together with socio-psychological factors were good predictors of students' learning outcomes in English language. Ghanney (2007) examined the effects home environment has on the child's achievement in primary schools in Winneba Township. He found that positive parental attitude towards education; great parental support and interest combine to enhance children's progress in education rather than the level of parent's educational attainment.

## 2.4 Summary

The several studies reviewed in this research provided evidence to show that there is a relationship between school attendance and academic achievement. While some authors argued that the correlation is positive and strong, others see the relationship as positive but weak no zero correlation was observed. Various factors have been indicated as responsible for low school attendance. Some of these factors are illness, inability to pay school fees, boring lessons and peer pressure.

Other reasons for absence from school focused on school factors such as boredom, problems with lessons and teachers, anticipation of punishment, frustration at school rules, the size and complexity of schools and fear of returning after a long absence. Bullying, having no friends and peer pressure to “bunk off” were also mentioned. Some pupils mentioned home-related factors such as distress when parents split up, and a few noted personal factors such as laziness and habit of poor attendance. Gender disparity and student learning preferences were also mentioned in some of the studies to have had some relationship with academic achievement. The greater number of studies in this review was concluded that the kind of performance in all activities in school determines the kind of students’ academic grade.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter deals with the methods used in gathering information for the study. It deals with the statistical methods used to analyze the data collected. The following sub-topics have been discussed in this chapter research design, population, sample and sampling procedure, instruments used in the study, validity and reliability of the instrument, data collection procedure, data analysis method and ethical consideration

#### **3.1 Research Design**

Research design refers to the overall plan employed by the researcher to obtain answers to the research questions and for testing the hypothesis formulated (Agyedu et al., 2010). The design adopted in this study is descriptive survey. Research design describes the basic structure of a study, the nature of the hypothesis and the variables involved in the study (Gay, 1992). Mouton (2001) defines research design as a plan or blueprint of how one intends to conduct the research. It provides procedural outline for the conduct of any investigation. It, thus, reflects the plan that specifies how data relating to a given construct should be collected and analysed. For the purpose of this study, the descriptive survey design was used. Descriptive design involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of study (Gay, 1992). According to Kulbir (2009), descriptive design is a research design that seeks to find factors associated with certain occurrences, outcomes, condition or types of behaviours. Also, Osula (2001) noted that descriptive survey is versatile and practical, especially to the researcher in that



they identify present needs. He further notes that descriptive research is basic for all types of research in assessing the situation as a prerequisite for conclusion and generalisation. According to Best and Kahn (2007), the main feature of this type of design is that it describes the current state of a phenomenon, attitudes that are felt and trends that are ongoing. Descriptive survey involves the collection of data in order to test hypotheses or answer research concerning the current state of the subject under study. The main purpose of descriptive survey is to observe, describe and document aspects of a situation as it naturally occurs. This design makes use of various data collection techniques such as pre-testing, questionnaire, observation, interviews, or examination of documents (Amedahe & Asamoah-Gyimah, 2003). This type of research is important because it makes use of visual aids such as charts and graphs to assist the reader in understanding the data distribution (Jacobs, 2011). On the contrary, if strict measures are not taken, data in descriptive survey research may be susceptible to distortion through the introduction of bias into the research design (Amedahe & Asamoah-Gyimah, 2003). Another disadvantage of descriptive survey is that though it relies on direct observation for the acquisition of data, the data have to be organized and presented systematically before accurate conclusions can be drawn. If care is not taken, the research might not draw accurate conclusions from the data gathered (Jacobs, 2011). It is a scientific tool where relationship between variables are being determined and follow up questions can be asked and items that are not clear can be explained, and since the population was so large, it enables the researcher make generalizations based on the representative sample chosen.

Not only is descriptive survey objective, it also observes, describes and documents aspect of a situation as it occurs naturally. The descriptive design makes use of randomisation so that errors may be estimated when population characteristics are

inferred from observation of samples (Wallen, 2000). The design is seen as appropriate for the study because:

a) The nature of the topic requires that data is collected through self-report measures and

b) Large amounts of data can be collected within a short period of time. This design helps to collect data by asking respondents questions about the construct under investigation. The main difficulty with the design, however, is demand characteristics, as respondents try to give responses in ways that reflect their idea of what responses the researcher wants from them. Despite the inherent disadvantage, it was deemed the most appropriate design for this study. This study is descriptive in nature because it was carried out to assess the factors responsible for the poor academic performance. It simply specified the nature of the given phenomena with a description of the situation using a specified population

In quantitative research, the phenomena are explained by collecting numerical data that are analyzed using mathematical based methods. I have chosen this design because it has the strength of analyzing samples of data based on availability of the data (Agyedu et al 2010) such an approach does not involve the manipulation of variables in the study. It neither adds nor subtracts from the existing facts. It only carefully observes and records the data as it naturally occurred at the time the study was conducted

### **3.2 Population**

The term population refers to the complete set of individuals, objects, or events having common observable characteristics in which the researcher is interested to study (Agyedu et al 2010). According to Polit and Hungler (1996), a study population

reflects the entire aggregate of cases that meet designated set of criteria. It is the participants the researcher wishes to make generalisations of his findings on. Bryman (2001) defined population as any set of persons or subjects that possess at least one common characteristic. According to Johnson (1994) respondents in a population must possess the information required for the study.

The population for this study consisted of the Basic Education Certificate School students at Brosankro Circuit, parents and teachers of the school. These include 234 students, 156 parents and 38 teachers.

### **3.3 Sample and sampling Technique**

A sample is a set of respondents drawn from a larger population about which quantitative and qualitative information is sought. It is desirable to select a sample in such a way that the researcher is assured that certain subgroups in the population or stratum (class, sex, etc) would be represented in the sample. Out of the total population of 234, a sample size of 85 students, 45 parents and 25 teachers were selected.

For individuals in a defined population to have equal probability and an independent choice of being selected as member of the sample, simple random sampling must be used. Both stratified sampling and simple random sampling were used in this study. The students, teachers and parents were randomly sampled. In doing this, the names of the students were written on pieces of papers and then folded them so that the names would not be seen. These papers were mixed in such a way that they could not be identified. The researcher then selected the students that selected a particular mark on them. Teachers and parents were also selected in a similar way by the researcher.

**Table 1: Sample Size Picture**

<b>Name of Population</b>	<b>Population</b>	<b>Sample Size</b>
Students	234	85
Teachers	38	25
Parents	156	45
<b>Total</b>	<b>428</b>	<b>155</b>

### 3.4 Data collection instruments

Data collection instruments are tools that a researcher uses to collect data. The instruments used are questionnaires. Three categories of respondents constituted the sample for this study. The researcher therefore administered a set of questionnaires to respondents. Questionnaires were designed to get information on the cause of low academic performance of Junior High Schools in Brosankro Circuit. Three questionnaires were utilized in this study. They were designed respectively for school teachers, pupils and parents on causes which might be affecting academic performance in the school. The questionnaires elicited or followed directly aspects relating to school factors, home and teacher factors.

Items of the questionnaire were arranged in a way to help the respondents to select alternative answers against their choice of responses. The questionnaire made it possible for the researcher to approach respondents more easily and assured them more of anonymity. The type of questions used included close ended and few open-ended questions. The demographic items for students included class, form, age, where they live, the subject they prefer, the medium of instruction which is used to teach them, if their parents visit them in school and if they prefer another school. They also indicated a yes or no by ticking the space provided. On one side of the items they

were asked to answer the same way how often, always, sometimes, never with a chat indicating reasons why they absent themselves from school. Teachers were asked to answer the same manner with items like if they have enough teaching materials for references, if they supply their own materials for teaching, if they are trained teachers, their highest qualification, if parents visit them while in school, if headmaster watch them teach, if students come to school late and also if they have Parent-Teacher Association (PTA) in the school, their highest qualification and also answer on a chat about the facilities in the school. Parents were also asked to answer in the same manner.

### **3.5 Validity and Reliability**

Prior to using any instruments, their validity and reliability were assessed to determine their accuracy and consistency. According to Agyedu et al (2013), validity is concerned with the accuracy of measurement. It thus refers to the purpose to ascertain the degree of accuracy for a specific purpose.

Reliability, according to Agyedu et al (2010), referred to the extent to which an instrument measures the same thing each time it is used under same conditions with the same subjects. To be assured of validity and reliability of the instruments, the researcher allowed the supervisor who is expert on this field in the University of Education Winneba (UEW) to evaluate the questionnaires for content and construct as well as face validity. The change and corrections improved the questionnaires. They were tested to make sure that respondents understand exactly what it means in order to give accurate response to what is demanded of them. The pilot testing made it easier for the researcher to identify defective items also.

### **3.6 Methods of Data Collection**

The researcher was at the selected schools-Junior High Schools in Brosankro Circuit to meet the teachers and students who were sampled for this study. They were informed earlier before visit to the school. The questionnaire was meant to solicit the views of respondents on things that cause them to perform low in their academic work. Spaces were provided for their answers and suppose to tick, but names not required. With this procedure the questions were read by the researcher to the parents who are the respondents and then the responses were recorded. The researcher translated the questions into the local language for some parents. Since most of them do not speak English hence translation needed.

### **3.7 Method of data analysis**

The data collected was entered in order to address all questions and the answers. After editing, coding was done. The data was then entered into the computer using the SPSS software. The data was analyzed using basic descriptive statistics involving frequency distribution.

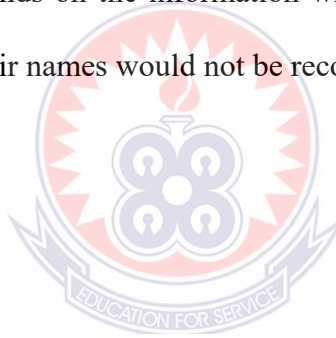
### **3.8 Ethical Considerations**

Research ethics refers to the correct rules of conduct necessary when carrying out research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them (Seidman, 2006). It also spells out that they have the right to withdraw even after consent has been given.

Punch (2008) was of the opinion that researchers should be mindful of ethical issues especially in social research because it is concerned with data about people. In social research, moral consideration and respect for participants are paramount. As a result, various ethical considerations were considered in this research. All ethical issues,

such as informed permission, anonymity, and confidentiality, were covered by the study.

Consent was obtained from the school headmaster. In doing so, a consent statement was read out to the students and teachers for acceptance before administration of these questionnaires. For parents, verbal consent was obtained from them before the commencement of the interviews. The participants were informed that this assignment is voluntary and they were allowed to decline or withdraw at anytime they were not comfortable. The researcher made much attempts to maintain the confidentiality of the responses. While interviewed them the researcher informed them that their responses and contributions would be kept confidential. Nobody known to them would have his or her hands on the information which they provide. The researcher also assured them that their names would not be recorded.



## CHAPTER FOUR

### PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter deals with the presentation and analysis of the data that the researcher collected from the participants for the study. The data were analyzed and discussed according to the research questions. The respondents of the study were pupils, parents and teachers. Data was analyzed using frequency distributions and also expressed in percentages. The first part of this chapter describes the demographic characteristics of respondents. In the second part, the research findings are presented in three sections according to the research questions posed on teacher factors, school factors, and home factors.

#### 4.1 Analysis of Background Data

This section of the chapter presents the analysis of the background data of the respondents.

#### 4.2 Background Information on Students' Respondents

**Table 2 - Gender distribution of the students' respondents**

Gender	Frequency	Percentage (%)
Male	43	50.6
Female	42	49.4
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)



The table 2 above shows that, out of the 85 respondents, 43 representing 50.6% were males and 42 representing 49.4% were females. This shows gender balance among the respondents.

**Table 3 – Age range distribution of Pupils**

Age (in years)	Frequency	Percentage (%)
9 – 11	11	13
12 – 15	48	56
Above 15	26	31
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

The age distribution of the pupils as presented in Table 3 indicates that 48 (56%) were between the ages of 12 to 15 years. This was the age group with the highest respondents. It is followed by 16 years and above had 26 (31%) out of the 85 pupils used for the study. Age ranges 11 years and below registered 11 (13%). This is an indication that most of the pupils who participated in the study were 12 years and above which fall within the normal school going age in Ghana. In Ghana, pupils usually start basic school at age 6 and between 12 and 15 years they are in Junior High School.

**Table 4 – Class /Form distribution of students' respondents**

Form	Frequency	Percentage (%)
JHS 1	10	12
JHS 2	22	26
JHS 3	53	62
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

Table 4 shows that more than half of the sampled students' population was from JHS 3. That is 53 out of the 85 representing 62% were JHS 3 students who were preparing for their BECE. 22(26%) pupils from JHS 2 were also selected for the study and 10(12%) pupils were again selected from JHS 1.

**Table 5 – Where student respondents live**

Place	Frequency	Percentage (%)
Farm house	14	17
Village	25	29
Town	46	54
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

The dwelling place distribution of the pupils as presented in the table 5 shows clearly that 46(54%) live at town. 25 pupils out of the 85 respondents representing 29% also live at villages around Brosankro and the remaining 14 (17%) pupils also live at farm house. These results indicate that most of the pupils live in town.

**Table 6 – Parents students live with**

Live with Parents	Frequency	Percentage (%)
Yes	55	65
No	30	35
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

The table indicates that out of the 85 sampled respondents, 55 pupils live with their parents representing 65% while 30 pupils representing 35% do not live with their parents. This shows that majority of the pupils live with their parents.

**Table 7 – Kind of Parents students live with**

<b>Parents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Mother Only	18	21
Father Only	9	11
Both	56	66
None	2	2
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

Table 7 shows that 56 students representing 66% have both parents alive. Eighteen (18) of them representing 21% also have only their mother who is alive. This is followed by 9(11%) who have only their father alive. Only two (2) students representing 2% of the sampled population have unfortunately lost both mother and father. The table clearly shows that most of the students have both of their parents (mother and Father) alive and live with them.

#### 4.3 Background Information of Teacher Respondents

**Table 8 – Teachers’ academic qualification**

<b>Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Trained	22	88
Untrained	3	12
<b>Total</b>	<b>25</b>	<b>100</b>

Source: Field data, (2022)

Out of the 25 teachers who participated in the study, 22 representing 88% have received professional training. Only three teachers representing 12% have had no formal training as teacher. It indicates that almost all the teachers in the schools have received formal training as a teacher. This is a positive development because effective

teaching and learning requires professional teachers who understand both content and methods of teaching their subjects. This finding corroborates what Agyemang (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

**Table 9 – Teachers’ years of teaching experience**

<b>Years</b>	<b>Frequency</b>	<b>Percentage (%)</b>
5 – 10	8	32
11 – 20	14	56
21 and above	3	12
<b>Total</b>	<b>25</b>	<b>100</b>

Source: Field data, (2022)

Table 9 shows that 8 teachers (32%) had taught for five to ten years, 14 (56%) had taught for eleven to twenty years whilst 2 representing 12% had also taught for over twenty-one years.

It is clear that almost all the teachers are very experienced teachers as they have more than 5 years teaching experience.

#### 4.4 Background Information of Parents of Students

**Table 10 – Age range of children of parent’s respondents**

<b>No. of Children</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1 – 3	12	27
4 – 6	29	64
7 and above	4	9
<b>Total</b>	<b>45</b>	<b>100</b>

Source: Field data, (2022)

Table 10 displays the range of children by pupils’ parents. Twelve (12) parents have 1-3 children representing 27%. 29(64%) parents have children between 4 – 6 and 4(9%) also have more than six children. The table clearly shows that the majority of the parents have more than three children.

**Table 11 - Occupation of Parents/Guardians**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Farming	28	62
Teaching	5	11
Petty trading	8	17
Others	4	10
<b>Total</b>	<b>45</b>	<b>100</b>

Source: Field data, (2022)

Table 11 shows the occupation of the sampled parents. The table indicates that 28 parents/guardians of this sampled population representing 62% were farmers. Five (11%) parent/guardian were teachers. 8(17%) of the parents were petty traders and 4 parents representing 10% were into other informal occupation. The table clearly

shows that more than 80% of the sampled parents/guardians were in the informal sector.

**Table 12 – Parents’ educational background**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Middle/JHS	26	57
Secondary/SSS	10	22
Tertiary	4	10
No formal education	5	11
<b>Total</b>	<b>45</b>	<b>100</b>

Source: Field data, (2022)

Table 12 displays the educational background of the sampled parents for the study. It shows that twenty-six (26) parents/guardians out of the 45 sampled had up to Middle/JHS education representing 57%. Again, 10(22%) had up to secondary education. Four (4) out of the 45 sampled population for the study had tertiary education representing 10%. It is also seen that 5 parents representing 11% were dropout from school. The table clearly shows that the majority of the parents sampled for the study had their education up to only basic level.

### **MAIN IDEAS OF THE STUDY**

This second part of the chapter presents the results with their analysis by the research questions. Data collected from the respondents on the research questions were analysed and presented in the form of tables.

#### 4.5 Home factors responsible for the low academic performance among Students

**Table 13 – Number of Siblings of Students**

<b>Siblings</b>	<b>Frequency</b>	<b>Percentage (%)</b>
One	4	6
Two	10	11
Three	25	29
Four or more	46	54
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

More than half 46 (54%) of the students had four or more siblings while almost one-third 25 (29%) had three siblings. Parents with many children usually find it difficult to provide adequate support for all of them both at home and school. This finding is in line with what Asikha (2010) found that the larger the family size the less the attention and devotion from parents and more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this difficult period when the prices of food and commodities are very high. Again, Akanle (2007) on his part revealed that the academic achievement of a pupil is assumed to be influenced by number of siblings he/she has. Parental inability to provide the basic school needs for their wards will affect their effective participation in classroom activities which will eventually affect their academic performance. The results of how students are supported in their homework are presented in Table 14.

**Table 14 – Support for Students in their Homework**

	<b>Frequency</b>	<b>Percentage (%)</b>
Mother	5	11
Father	8	17
Siblings	32	71
<b>Total</b>	<b>45</b>	<b>100</b>

Source: Field data, (2022)

Table 14 shows that students receive help when they are given homework. Greater majority 32(71%) of the respondents were supported by their siblings to do their homework. Also, 13(28%) of the respondents said the parents help them in their homework. This implies that more parents in the communities are not in the better position to help in the studies of their children at home probably due to little or no education. It is not out of place for older siblings to help their younger ones at home but it is more appropriate for parents to take centre stage in their children studies at home. This will afford them the opportunity to understand the progress of their children even before the final examinations. Research shows that parents who have more education appear better able to provide their children with the academic and social support for educational success than when compared to parents with less educational background (Schiller, Khmelkov & Wang, 2002).

In finding out from pupils further home related factors that cause poor academic performance in pupils in Brosankro Circuit Junior High School responses were put on four point scale. Thus, SA means Strongly Agree, A means Agree, D is Disagree, SD means Strongly Disagree. The questionnaire on the home conditions that affect pupils performance was made up 8 (eight) items. For clearer interpretations, strongly agree and agree were combined as agree while strongly disagree and disagree were put



together as disagree. Pupils' responses on the perceived home factors that contributed to pupils' poor academic performance are presented in Table 15.

**Table 15 – Other home related factors that could cause poor academic performance**

<b>Statement</b>	<b>No</b>	<b>Agree F (%)</b>	<b>Disagree F (%)</b>
My parents do not encourage me to learn	85	29(34)	56(66)
My parents do not supervise my homework	85	34(40)	51(60)
My parents do not attend PTA meetings	85	53(62)	32(38)
My parents do not provide my basic needs	84	27(32)	57(68)
My parents do not provide my subject textbooks	85	68(80)	17(20)
My parents provide breakfast before I leave for school	85	21(25)	64(75)
My parents make me sell after school hours	85	36(42)	49(58)

Source: Field data, (2022)

Table 15 clearly shows that the majority 56(66%) of the pupils indicated that their parents encourage them to learn. It can be said from the above findings that parents encourage their ward concerning their education.

Furthermore, concerning whether their parents attend P.T.A meetings, majority 53(62%) indicated that their parents did not attend P.T.A meetings. The findings further support the work of Adane (2013) who found that there is a significant relationship between attendance at PTA meetings and school performance. The results showed that parents of the pupils in high achieving school were more involved in attending PTA meetings than parents of the pupils in the low achieving school. Again, on the issue of whether parents provide their wards with subject's text books or not,

majority 68(80%) of the respondent indicated that, their parents do not provide them with subjects text books.

The pupils were also asked whether their parents provide breakfast for them before they leave for school. Majority 64(75%) indicated that their parent does not provide breakfast for them before leaving to school. These findings support the work of Kawafha (2013). His study on impact of skipping breakfast on various educational and overall academic achievements of primary school children in northern of Jordan found that skipping breakfast has an association with academic achievement. The consequences of these problems Kawafha (2013) said include malnutrition that leads to slow children physical and mental development, increase susceptibility to infections and reduces academic achievement. Skipping breakfast can be considered as a barrier to optimal learning. Etsey (2005) also found that parental support variables causing pupils to perform poorly academically were their inability to provide breakfast, textbooks and less involvement in the Parent Teacher Association (PTA).

**Table 16 – Time students Spent on Watching Movies**

	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	28	33
No	57	67
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

Table 16 shows that two-third 57(67%) of the students did not spend their spare time watching movies at home or outside. This is a welcome development which is expected to yield positive results. However, the remaining one-third 28(33%) said they spent spare time watching movies. This means that one-third of the students are

not using their spare time after school profitably, although the majority of them are spending their time well. This is an indication that their studies at home would be affected which will eventually bring down academic performance in the school. The time students spent on their books after school is very important to their academic success. It is said that regardless of intelligence, students who spend more time on assignments and homework are most likely to improve their grades (Engin-Demir, 2009). Parents view on what children do after school was presented in table 17

**Table 17 – Parents’ views on what children do after school**

<b>Item</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Private Studies	12	26
Petty trading	11	24
Join parents at farm	23	50
<b>Total</b>	<b>45</b>	<b>100</b>

Source: Field data, (2022)

Table 17 shows that the majority of the students were engaged by their parents in petty trading 11(24%) and farm-work 23(50%) after school. These two activities are most likely to get the students exhausted thereby preventing them from studying after school. Students’ inability to study after school may be a contributing factor to low academic performance among JHS leavers in the area. Students are more likely to improve their grades when they spend more time studying after school (Engin-Demir, 2009). However, 12(26%) of the students did their private studies after school according to the parents. This is heartwarming because personal studies improve students’ grades.

#### 4.6 School factors responsible for low academic performance among students

The caption was to address research question two which sought to find out school factors responsible for students' low academic performance.

The Table 18 presents students' view on school activities which enhance academic performance.

**Table 18 – Students' view on school activities that could enhance academic performance**

<b>Item</b>	<b>Yes F (%)</b>	<b>No F (%)</b>	<b>Total</b>
Playing during break time	25(29)	60(71)	85
Learning outside classroom	68(80)	17(20)	85
Parental visit to school	59(69)	26(31)	85
Headteacher's visit to class	85(100)	0(0)	85
Giving students homework	81(95)	4(5)	85
Marking of exercises	79(93)	6(7)	85
Students feel happy with their teacher	80(94)	5(6)	85
Students prefer another school	9(11)	76(89)	85

Source: Field data, (2022)

Table 18 shows that less than one third (29%) of the students said they do play during break time. Greater majority (71%) of the students said they do not play during break. The students' behaviour during break does not inspire confidence in them which have the potential to affect their studies in school which will finally result in low academic performance. Students are expected to be happy during break after working hard in class for a period of time. Students responded *yes* to the fact that parents and headmaster visit them when they are in school studying. For instance, 59(69%) of parents visit the schools to see how their children are doing. Although this is a positive development, 26(31%) of the parents do not visit the school. Parental

involvement in children's educational activities goes a long way to improve their performance academically. This finding agrees with Grolnick and Slowiaczek (1987) that pupils with parents who are involved in their education tend to have better academic performance than pupils whose parents are not involved.

Again, overwhelming majority 80(94%) of students were happy with their teachers. A good teacher-student relationship also promotes good academic results in schools. The reason is that students are likely to attend school when they perceive that teachers and other school staff give them respect.

Another good effort by teachers is giving students homework and marking of exercises. Almost all the sampled students that is 81 representing 95% said they are given homework by their teachers. Also, from the responses, majority of students 79(93%) said that teachers give and mark their exercises. Giving pupils homework and marking of pupils' exercises is a great effort and is expected to yield good results. Students' positive response to the above items should reflect in their BECE results but on the contrary their performance in the examination is low. Table 19 presents teachers view on existing school facilities.

**Table 19 – Teachers’ Views on Existing School Facilities**

<b>Facility</b>	<b>Available F (%)</b>	<b>Not Available F (%)</b>	<b>Total</b>
Classrooms	25(100)	0(00)	25(100)
Headteacher’s office	25(100)	0(00)	25(100)
Library	0(100)	25(00)	25(100)
Computer laboratory	0(00)	25(100)	25(100)
Electricity	25(100)	0(00)	25(100)
Toilet	25(100)	0(00)	25(100)
Water	0(00)	25(100)	25(100)
Teachers’ bungalows or quarters	0(00)	25(100)	25(100)
Playing ground	25(100)	0(00)	25(100)
Footballs	19(76)	6(24)	25(100)

Source: Field data, (2022)

Table 19 presents school related factors causing low academic performance among pupils in the Junior High Schools in Brosankro Circuit. The findings from the study show that school related factors play a major role in students’ poor academic performance. In the view of the teachers, facilities such as classrooms, water, headteacher’s office, water and the likes are available in the schools. The availability of these facilities would make the teachers and the students feel comfortable in their academic work. These facilities should go a long way to promote quality education. The table further shows that the schools have playing field and balls which pupils would play to refresh the mind after long hours in classroom. Calhoun, Light and Keller (1994) said good facilities could help students to perform better as they could foster learning by students.

On the other hand, neither the community nor the schools had library at the moment, according to the teachers 25(100.0%). This implies that students do not have a more serene place to go and study during their free time. This could be one of the reasons why some of them waste their time watching television and movies. Libraries are

important educational facilities that could help students improve upon their performance especially those at the basic level. The absence of computer laboratory in the schools according to the teachers' responses 25(100%) may be in the near future a contributing factor to low academic performance in the school.

Teachers view on circuit supervisors' visit is presented in table 20

**Table 20 – Teachers' views on Circuit Supervisor's (SISO) visit to school**

	Frequency	Percentage (%)
Often	6	24
Rarely	19	76
<b>Total</b>	<b>25</b>	<b>100</b>

Source: Field data, (2022)

According to Table 20, large majority 19(76%) of the teachers said circuit supervisors rarely visit the school as only six out of twenty 6(24%) of the teachers said they visit the schools often. External supervision is very important to the success of the school system especially at the basic level. Some school authorities and teachers show a lot laxity when circuit supervisors rarely visit their schools. This has negative implication for academic performance in the schools. According to Okumbe (1998) supervision was the dimension of educational administration which was concerned with improving instructional effectiveness. This could ensure that students' academic productivity improve marginally. Tanner and Tanner (2000) stressed that proper supervision should be carried out by school authorities including headmasters, teachers, circuit supervisors and prefects.

**Table 21 – Teachers Views on Essential Materials in The School**

<b>Item</b>	<b>Yes F (%)</b>	<b>No F (%)</b>	<b>Total</b>
Adequate reference materials	6(24)	19(76)	25(100)
Availability of teaching materials	4(16)	21(84)	25(100)
Availability of textbooks	0(00)	25(100)	25(100)
Supply your own materials	15(60)	10(40)	25(100)

Source: Field data, (2022)

Table 21 sought to elicit information on the availability of essential materials found in the school to help facilitate good teaching and learning. It can clearly be seen from the table that the materials needed to ensure effective teaching in the schools are willfully inadequate according to the teachers' response. Greater majority 19(76%) of the teachers said reference materials they need for effective preparation of the lesson notes were inadequate while more than two-thirds 9(69%) of them said they supply their own reference materials. This indicates that the supply of materials needed for effective teaching is left to some extent to the discretion of the teacher. This situation will not augur well for effective preparation of lessons and instructional delivery.

Concerning the availability of teaching and learning materials, the table clearly depicts that majority of the teachers 21(84%) said the materials are not available in the schools to help in the teaching and learning. This supports the work of Nyandwi (2014) that assessed factors that influenced the academic performance of students of selected schools in Sumbawanga District, Tanzania. The study identified some factors rooted from the school environment such as inadequate teaching and learning facilities. Again, Etsey (2005) also found teaching and learning materials to be less adequate in the Shama sub-metro schools. Since there were less TLMs in the Shama sub-metro schools, the situation made it difficult for the pupils to understand the



lessons and this led to lower performance because lack of suitable teaching materials and accommodation tends to reduce the effectiveness of teaching.

#### 4.7 Teacher Factors that Contribute to Low Academic Performance among Students

This sub-topic was to find answers to teacher factors responsible for students' low academic performance in BECE in Junior High Schools in Brosankro. Table 22 presents teacher related factors that could affect classroom teaching and learning.

**Table 22 - Teacher Related Factors That Could Affect Classroom Teaching**

<b>Item</b>	<b>Yes F (%)</b>	<b>No F (%)</b>	<b>Total</b>
Difficulty in interpreting syllabus	4(16)	21(84)	25(100)
Regular access of in-service training	11(44)	14(56)	25(100)
Enough time allotted for teaching	16(64)	9(36)	25(100)
Difficulty in lesson presentation	5(20)	20(80)	25(100)
Use of canes while teaching	15(60)	10(40)	25(100)
Doing remediation exercise	5(20)	20(80)	25(100)

Source: Field data, (2022)

Table 22 depicts that almost all the teachers 21(84%) said they have no difficulty in interpreting the syllabus while 4(16%) said they have challenge in interpreting the syllabus. It is one thing reading the topics in the syllabus and another thing being able to interpret and understand the topics in the syllabus. Gladly, majority of the teachers 20(80%) also had no difficulty in lesson presentation. So, if on the average 80% of teachers have no difficulty in interpreting syllabus and delivering lesson, then positive outcome is expected.

However, it is evident that the majority of teachers (20) representing 80% fail to do remediation exercise when pupils fail to grasp the concept or the content taught. This would greatly have negative impact on the pupils' performance. Concerning the use of canes while teaching, 8 teachers representing 62% admitted that they use canes while teaching and 6 teachers representing 38% also said they do not use canes during teaching.

Again, 16(64%) of the teachers were of the view that time allotted for teaching the various subjects at the JHS was adequate, but another 9(36%) thought it was not enough. Teachers need enough time to complete the syllabus. This is because when the syllabus is not completed, students find it difficult to understand content which is to be taught in the next class which foundation in most cases is based on the previous class. The non-completion of syllabus has negative impact on the performance of students in the BECE.

The findings also support the work of Adane, (2005) that teacher factors such as inability to complete the syllabi, difficulty in lesson delivery and inadequate homework assigned to pupils contributed to the low academic performance of pupils from Kemp Methodist JHS. The role of the teacher in achieving academic excellence is very important so these factors on the part of the teacher affect the pupils greatly.

**Table 23 - Teachers' view on school and parental monitoring**

<b>Item</b>	<b>Yes F (%)</b>	<b>No F (%)</b>	<b>Total</b>
Parental visit to school	5(20)	20(80)	25(100)
School PTA meeting	19(76)	6(24)	25(100)
Students have basic needs	3(12)	22(88)	25(100)
Students lateness to school	18(72)	7(28)	25(100)
Heads instructional supervision	17(68)	8(32)	25(100)

Source: Field data, (2022)

Teachers had a different view about whether parents visit the schools to see how their children are doing. Overwhelming majority 20(80%) of the teacher respondents said parents do not visit the school according to table 23, contrary to one-quarter of the teachers who said parents visit their wards. This does not show parental involvement in school whose importance cannot be over-emphasized. Besides, 22(88%) of the teachers said that parents do not provide the basic things their wards need in school. This may be largely due to insufficient parental income which has the potential to influence students' academic performance in school (Akanle, 2007). From the table, 18(72%) of the teachers revealed that students' lateness to school was an issue of concern to them in the community. Lateness to school in whatever form, hampers teaching and learning, and eventually academic performance.

**Table 24 – Teachers’ view on students’ attention and interest during lesson delivery in class**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	19	76
No	6	24
<b>Total</b>	<b>25</b>	<b>100</b>

Source: Field data, (2022)

The researcher sought to find out from teachers the pupils’ preparedness towards classroom activities especially during lesson delivery. Table 24 gives clear picture of pupils’ readiness in class. Nineteen (19) representing 76% of the teachers said the pupils pay attention and show interest during teaching and learning. However, six (6) teachers representing 24% said the pupils show no interest and pay no attention during teaching and learning.

McLean (1997) investigated the significant role of pupils’ attitudes toward learning with regard to their academic achievement. Pupils’ attitudes such as paying attention and showing interest in class had great effect on their performance.

**Table 25 – Teachers’ and students’ view on the use of language in school**

	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Language Spoken in classroom (Teachers)</b>		
English	18	72
Twi	7	28
<b>Total</b>	<b>25</b>	<b>100</b>
<b>Language spoken on compound (Students)</b>		
English	6	7
Twi	79	93
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

Overwhelming majority of teachers (18) representing 72% responded that English language is the medium of instructions in the school. This is a positive development because English language is the medium of instruction in basic schools for all subjects except other languages and at the lower primary. Giving students enough opportunity to express themselves in English language will go a long way to enhance their performance in the final examinations. However, few teachers 7(28%) use local language instead of the English language.

With regard to the students on the use of language on compound, majority of the students 79(93%) responded that they use local language (Twi) to interact among themselves on compound. Students' inability to speak English outside the classroom shows their lack of confidence to practice the language they would need to write almost all assignments, test, and examinations.

**Table 26 – Teachers' view on assessment of students**

<b>Assessment</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Termly examination	0	0
Class exercise	0	0
Homework	0	0
All the above	25	100
<b>Total</b>	<b>25</b>	<b>100</b>

Source: Field data, (2022)

Table 26 shows the response of teachers on how they assess their pupils' academic performance. Unanimously, all the teachers sampled for the study (25) representing 100% responded that they assess their pupils performance using termly exams, class

exercises and homework. Assessment of pupils' performance is very important because it helps to diagnose and to determine if a child has a deficit in achievement according to Hallaham and Kauffman (2000). Teachers through the assessment would know the strength and weaknesses of the students and offer assistance to them hence better performance in their BECE.

**Table 27 – Parents' view on possible causes of poor academic performance**

<b>Causes</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Laziness on the part of teachers	7	16
Laziness on the part of students	18	40
School use students for menial job	14	31
Less corporal punishment	6	13
<b>Total</b>	<b>45</b>	<b>100</b>

Source: Field data, (2022)

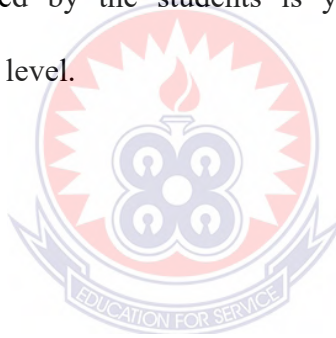
From table 27, about one-third 18(40%) of parents' respondents said that students' non performance was due to their laziness in doing personal studies. Engin Demir (2009) reported in his study that students were more likely to improve their grades when they spend more time studying after school. Another 14(31%) of parents thought that students were not performing because the schools used them for menial jobs such as weeding and fetching water to raise money for the school. This would lead to the loss of instructional time and non completion of syllabus in the school which would consequently affect the performance in school.

**Table 28 – Students’ view on Teachers’ attitude to work**

	<b>Frequency</b>	<b>Percentage (%)</b>
Hard-working	79	92
Lazy	6	8
<b>Total</b>	<b>85</b>	<b>100</b>

Source: Field data, (2022)

The Table 28 shows that teachers had positive attitude towards work according to the views of the sampled students. Overwhelming majority 70(92%) of students said their teachers are hard-working. This means that teachers are doing their best for students in both curricular and co-curricular activities. However, the effort made by teachers which is well appreciated by the students is yet to reflect on their academic performance at the BECE level.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter is the last part of the research on the causes of low academic performance of Junior High Schools in Brosankro Circuit in the Tano South Municipality of Ahafo Region. This part looks at the summary of key findings and conclusions of the research work. Again, there are recommendations on the outcome of the research work.

#### 5.1 Overview of the Study

The purpose of this research work was to come out with causes responsible for low academic performance of pupils in Junior High Schools in Brosankro Circuit in the Tano South Municipality. Specifically, the study aimed at exploring the school environmental factors (teaching and learning materials, facilities for teaching and learning) play in pupils' poor academic performance in Junior High Schools in Brosankro Circuit, ascertaining home conditions (inability to provide breakfast, textbooks and basic school needs, less interaction with children's teachers and less involvement in the Parent Teacher Association PTA) responsible for the poor academic achievements of pupils and identifying teacher factors (academic qualification, lateness to school, use of the local language in teaching, completion of the syllabi) that contribute to the poor academic performance of the pupils in Brosankro Circuit Junior High Schools.

Stratified sampling and Simple random sampling were used in this study. The students, teachers and parents were randomly sampled. Questionnaire was the main



instrument used for data collection and analysis was done using the SPSS to generate figures, frequencies, percentages and tables.

## 5.2 Key findings

The following key findings were made:

1. School environmental factors such as
  - a. Lack of essential materials to aid teaching and learning (Textbooks, Reference materials, Teaching aids)
  - b. Absence of library to support teaching and learning.
  - c. Rare visitation and supervision by SISOs.
2. Home conditions that cause low academic performance of Brosankro Circuit Junior High Schools include:
  - a. Parents' inability to provide subject textbooks for their wards.
  - b. Parents engage their wards in petty trading and farming activities after school
  - c. Most of the parents have more than four children and make them unable to provide their wards' basic needs.
3. Teacher related factors affecting the performance of Pupils in Brosankro Circuit Junior High Schools.
  - a. Teachers fail to offer remediation exercise for pupils.
  - b. Teachers do not access in-service training regularly.

## 5.3 Conclusion

The study investigated the perceived factors that were responsible for the low academic performance of pupils in Junior High Schools in Brosankro Circuit. Factors related to school environment, teachers, and home conditions were found to be

contributing to poor academic performance of the pupils in Brosankro circuit. These factors include inadequate teaching and learning materials, parents not providing pupils with subject text books and breakfast, parents engaging their children in petty trading and farm activities after school, less external supervision, absence of essential materials to aid teaching and learning etc. These factors attributed to teachers, parents and the school environments were primarily responsible for the low academic performance of pupils in Junior High Schools in Tano-South Municipality in Ahafo Region.

#### **5.4 Recommendations**

Base on the findings and the conclusions of the research work, the following recommendations have been made:

1. Ghana Education Service in the Tano-South Municipality should help provide adequate teaching and learning materials (Textbooks, reference materials, teaching aids) to facilitate smooth teaching and learning in the circuit. This will help them read wide to enhance their performance.
2. Stakeholders of Education, benevolent organizations, and philanthropists must make it a priority to get the community a befitting library for the students to have a place for their private studies.
3. The Municipal education Office Directorate, Municipal Assembly, and all other stakeholders should endeavor to support the SISOs with at least Motor Bikes, fuel and allowances to enable them increase their visitation and monitoring to the various schools.
4. Parents should do their possible best to get their wards the needed books to help them improve their performance.

5. Parents should be advised to desist from over engaging their wards especially after school. This will help them get time to learn after school hours.
6. Regular in-service training should be organized for teachers to abreast themselves with new teaching methods and techniques.

### **5.5 Suggestions for further studies**

Further studies should look at perceived students and community factors responsible for low academic performance of pupils. This will provide knowledge on students and community factors responsible for pupils' low academic performance.



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## APPENDIXES

### APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

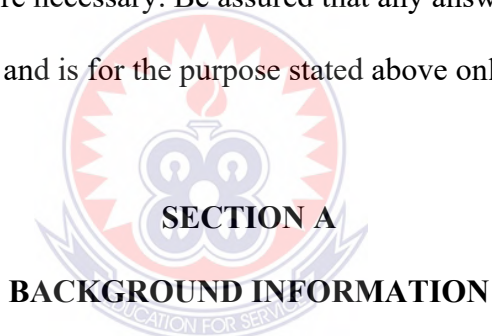
FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL STUDIES

#### A. Questionnaire for students

Dear Respondent,

This questionnaire aims at soliciting your views on reasons for poor academic performance in schools. Please help in this research by ticking ( ) or give the appropriate answer where necessary. Be assured that any answer given will be kept as confidential as possible and is for the purpose stated above only.



Gender : Male  Female

Age 09-11  12-15  Above 15

Class : JHS 1  JHS 2  JHS 3

1. Where do you live?

a. Farm house ( )

b. Village ( )



c. Town ( )

2. Do you live with your parents?

a. Yes ( )

b. No ( )

3. How many brothers and sisters do you have?

a. Brothers

b. Sisters

4. Which of your parents is alive?

a. Mother ( )

b. Father ( )

c. Both ( )

d. None ( )



**SECTION B****Home related factors contributing to students' poor academic performance**

Please tick (√) the appropriate column to indicate your level of agreement with the following statements. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

STATEMENT	SA	A	D	SD
a. My parents do not encourage me to learn				
b. My parents do not supervise my home work				
c. My parents do not attend P.T.A. meetings				
d. My parents do not provide my basic needs for me				
e. My parents do not provide subject textbooks for me				
f. My parents provide breakfast for me before I leave for school				
g. My parents make me sell after school hours				
h. My parents make me go to farm after school hours				

**SECTION C**

**School and Teacher related factors contributing to pupils' poor academic performance**

6. Do you like your teachers?

Yes ( )

No ( )

7. If yes or no, why?

.....

8. If you are given the chance, will you prefer another school?

Yes ( )

No ( )

9. If yes or no, why?

.....

10. Which subject do you prefer? .....

11. What language does your teacher speak when teaching?

a. English ( )

b. Vernacular ( )

12. Does your teacher beat you when you get answer wrong?

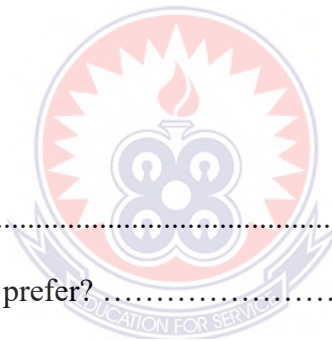
Yes ( )

No ( )

13. Do you play during break time?

Yes ( )

No ( )



14. Do you fear when the teacher is teaching?

Yes ( )

No ( )

15. Do you sometimes learn outside the classroom?

Yes ( )

No ( )

16. If yes, where?

a. Library ( )

b. Computer laboratory ( )

c. Under the trees ( )

17. Does your headteacher at times come to your classroom?

Yes ( )

No ( )

18. Where does your teacher live?

a. This town ( )

b. Outside the town ( )

19. Do your teachers give you homework?

Yes ( )

No ( )

20. After teaching, do the teachers give you exercises?

Yes ( )

No ( )

21. Are your exercises marked and given them back to you on time?

Yes ( )

No ( )



22. Do the teachers beat you for coming to school late?

Yes ( )

No ( )

23. Do you prefer being at home to school?

Yes ( )

No ( )

24. Do you feel happy whenever you see your teacher?

Yes ( )

No ( )

24. Do your parents come to your school?

Yes ( )

No ( )

26. Select one option for your teacher.

a. Hard working ( )

b. Lazy ( )



## APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL STUDIES

### Questionnaire for Teachers

Dear Respondent,

This questionnaire is seeking to solicit for information on causes of low academic performance in your school and how best the researcher can help to improve the pending problem. Please help answer the questions by ticking or give the appropriate response where necessary. Answer provided will be kept confidential as possible and for the reason stated above only. Name is not necessary. Thank you.

1. Are you a trained teacher ?

Yes ( )

No ( )

2. How long have you taught after college?.....

3. Do you access in-serving training regularly ?

Yes ( )

No ( )

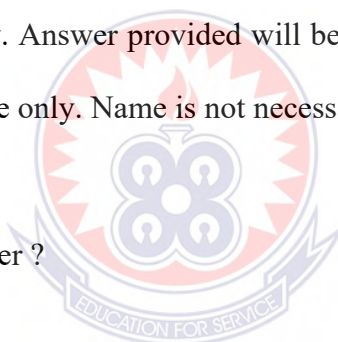
4. Do you have adequate materials for references before teaching?

Yes ( )

No ( )

5. Do teachers supply their own materials for teaching?

Yes ( )



No ( )

6. Are textbooks available for teaching and learning?

Yes ( )

No ( )

7. Do you use TLMs in teaching?

Yes ( )

No ( )

8. Use this table and answer the kind of facilities in your school.

Facility	Available	Not available
Classrooms		
Headteacher's office		
Library		
Computer laboratory		
Electricity		
Toilet		
Water		
Teachers' bungalows or quarters		
Playing ground		
Balls		

9. Do most of your students have all the basic needs necessary for schooling?

Yes ( )

No ( )

10. Do you find it difficult interpreting the syllabi?

Yes ( )

No ( )

11. Do you encounter problems in lesson presentation?

Yes ( )

No ( )

12. Do parents or guardians of your students visit you to find out about their wards performances?

Yes ( )

No ( )

13. Is the time allocated on time table enough for teaching?

Yes ( )

No ( )

14. How often does your district supervisor visit your school?

a. Often ( )

b. Rarely ( )

c. Never ( )

15. What language do you use as the medium of instruction when teaching?

a. English ( )

b. Vernacular ( )

16. Does your school have Parent Teacher Association meetings?

Yes ( )





No ( )

17. What language do your students speak among themselves in school?

a. English ( )

b. Twi ( )

18. Do students come to school early?

Yes ( )

No ( )

19. Does your headmaster watch you teach sometimes for few minutes?

Yes ( )

No ( )

20. How do you assess your pupils performance?

a. Only termly exams ( )

b. Only class exercises ( )

c. Only homeworks ( )

d. All the above ( )



21. Do you write scheme of work and lesson notes?

Yes ( )

No ( )

22. Do students show interest when teaching?

Yes ( )

No ( )

23. Which of these teaching methods do you often use?

a. Child centered ( )

b. Teacher centered ( )

24. Do pupils pay attention during lesson delivery?

Yes ( )

No ( )

25. Does the school offer remediation exercises for the pupils?

Yes ( )

No ( )

26. Do you use canes whiles teaching?

Yes ( )

No ( )

27. What is the relationship between teachers and pupils?

a. Good ( )

b. Bad ( )



## APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIAL STUDIES

### Questionnaire for Parents

Dear Respondent,

This questionnaire aims at soliciting your views on causes of low academic performance at BECE level in your ward's school. Kindly spare few minutes of your time and answer these few questions. You are assured that the identity of the respondent will not be disclosed as this information is solely for academic purpose.

1. How many children do you have?

a. Males.....

b. Females.....

2. What is your occupation? .....

3. What is the level of your education?

i. Middle/JHS ( )

ii. Secondary or SSS ( )

iii. Tertiary ( )

iv. Dropout

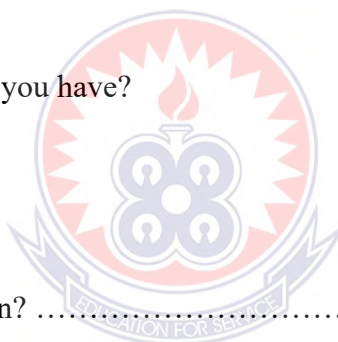
4. How long does it take your child to move from the house to school?

a. Less than 10mins ( )

b. 10 to 30 minutes ( )

c. Over 30mins ( )

5. Do you provide breakfast for your child before leaving home to school?



Yes ( )

No ( )

6. If yes, do you provide every day?

Yes ( )

No ( )

7. Do you provide your child pocket money when going to school?

Yes ( )

No ( )

8. Do you like the teachers in your ward's school?

Yes ( )

No ( )

8. What are some of the activities that you think mostly affect the performance of the students in the school?

.....

9. If your child was unable to go to school does the teacher visit him/her?

Yes ( )

No ( )

10. Which of these does your ward do after school?

Private studies ( )

Selling ( )

Joins me at farm ( )

Play games ( )

Watch movies ( )

Visits relatives or neighbors ( )

Others. ....

11. Do you provide your child with enough books ?

Yes ( )

No ( )

12. Does your child have a school uniform?

Yes ( )

No ( )

13. Does your child leave home for school early?

Yes ( )

No ( )

14. Who helps your child in doing his/her homework?

a. Father ( )

b. Mother ( )

c. Siblings ( )

15. How often do you visit your child in school each term to find out his/her performance?

a. Once ( )

b. Twice ( )

c. Never ( )

